DOCUMENT RESUME

ED 185 777 EC 123 964

AUTHOR Stennett, R. G.: Isaacs, Lorna M.
TITLE Early Identification System: Preliminary Report. Research Report 79-04.
INSTITUTION London Board of Education (Ontario). Educational Research Services.
PUB DATE 79
NOTE 26p.: See EC 123 966 for End of Year One Follow-Up Report.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Ability Identification: Academic Failure: *Evaluation Methods: Foreign Countries: *Handicap Identification: *Learning Problems: Primary Education: *Screening Tests: *Test Validity
IDENTIFIERS *At Risk (for Handicap): *Ontario (London)

ABSTRACT

The preliminary report--two-thirds of which consists of tabular data--describes an early identification system used in London, Ontario (Canada) for kindergarten and first grade high risk students, and provides some data bearing on the internal consistency and concurrent validity of the system. Simple descriptive summaries of some characteristics of 5,413 students who were screened by the system are presented. High risk students were more likely than other students to be boys, in grade 1, over age for grade, and on the active caseload of the speech and language teachers. (Author/DLS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

P3

ED185777

EARLY IDENTIFICATION SYSTEM: PRELIMINARY REPORT

R. G. Stennett, Ph.D. and Lorna Isaacs

Research Report 79-04

EDUCATIONAL RESEARCH SERVICES

R & D * program evaluation * literature reviews
in-service * consultation * [illegible] * curriculum development

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Richard G. Stennett
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Board of Education for the City of London

EC123964

EARLY IDENTIFICATION SYSTEM: PRELIMINARY REPORT

R. G. Stennett, Ph.D., & Lorna Isaacs
Educational Research Services
Board of Education, London, Ontario

In January, 1979, a newly developed early identification system was applied in all kindergarten and grade one classes in the London school system. The identification process relies primarily on the judgments of classroom teachers, supplemented by those of school teams. Learning Resource Teachers take primary responsibility for ensuring that the identification system (Stennett & Isaacs, 1978) is properly administered.

The key elements in the identification process are student nominations made initially by the classroom teacher and reviewed by the school team. The nominations form a simple scale, as follows: 0 - insufficient contact with student to make a judgment; 1 - student will be ready, by the end of the school year, for the work of the next school year; 2 - student *may not be ready*, by the end of the school year, for the work of the next school year; 3 - it is *quite certain* that the student *will not be* ready, by the end of the school year, for the work of the next school year.

For purposes of these judgments, 'being ready' means '...adequately mastering the minimum core objectives of this year's language, reading and mathematics curricula.'

This preliminary report is divided into two parts: the first provides a simple description of the results of the identification system, the second provides some data bearing on the internal consistency and concurrent validity of the system. The major task of establishing the predictive validity of the identification system will depend upon careful follow-up studies

of the cohorts of students screened in this and subsequent years.

Part I - Descriptive Summaries

Table 1 gives a summary of the results of the early identification system by administrative area. Of the 5,413 students screened in kindergarten and grade one, 403 (7.4%) were rated '3' and 736 (13.6%) were rated '2'. The percentages of students rated either 2 or 3 is somewhat higher in grade 1 (24%) than in kindergarten (18%). These percentages also vary considerably across administrative areas, ranging from 16% in area 2 to 28% in area 5. These figures agree quite well with what one might anticipate, based on the percentages of students in the various areas who are either 'over-age for grade' or 'on the Speech and Language Teachers' Caseload.'

Figure 1 gives a distribution of classes by the percent of students in them rated 2 or 3, i.e., classes are distributed in terms of the extent to which they contain students rated as likely to have difficulty with acquiring skills necessary for success in the next academic year. This figure illustrates two major facts: (1) over 50% of all classes at both kindergarten and grade one have 20% or fewer potentially problematic students, (2) some 17% of grade one classes contain 40% or more students whose academic achievement this year may constitute a significant problem. These classes have, no doubt, been deliberately created to facilitate remedial or readiness instruction.

A statistical description of students, in terms of sex, month of birth, age and Myklebust subscores, is provided, by grade and team rating, in Table 2. A review of these data yields the following trends. Students rated '2' or '3' are more likely to: (1) be boys, (2) have been born later

in the year, i.e., to be younger than their classmates, (3) be being served by a speech and language teacher, (4) be over-age for their grade placement, and (5) receive 'below average' ratings on the various Myklebust Pupil Rating Scale dimensions.

In general, as might be expected, students rated '3' show these trends to a more marked degree than students rated '2'. The general pattern of these trends in quite similar in kindergarten and grade 1.

Part II - Concurrent Validity

While the key consideration of the predictive validity of the early identification system will have to await the completion of suitable follow-up studies, there are three sets of available facts which bear on the system's concurrent validity. These facts concern the degree of agreement between the results of the early identification screening and (a) the Speech and Language teachers' screening, (b) the application of the Resource Allocation Formula used with the Learning Resource System (Stennett & Isaacs, 1977) and (c) the degree to which the team ratings follow expected patterns with respect to students' grade, sex, and month of birth.

Speech and Language Teacher Screening

The data presented in Table 3 indicate the degree to which the grade one students rated '1' vs. those rated '2' or '3' by the school teams do or do not appear on the active caseload of the Speech and Language teachers. Bearing in mind that the two screening systems use different criteria, viz., 'Will this student master the core curriculum?' and 'Does this student have a speech or language problem requiring remediation?', the

degree of agreement (70%) is very good. In addition, the 'disagreements' may not represent inconsistent judgments. It is quite possible, for example, for a student to have a speech or language problem that needs attention and still be reasonably expected to master the grade 1 core language curriculum. Similarly, students may have difficulty mastering the core language curriculum without necessarily having a speech or language problem that requires the intervention of a specialist teacher.

Resource Allocation Formula

The Resource Allocation Formula was developed to ensure that, to the extent possible, the number of Learning Resource Teachers assigned to each elementary school would be related directly to need. In this case, need was defined in terms of a number of objective measures such as the ability and achievement of the students, the mobility of the school population, etc. It follows, therefore, that the *number* of kindergarten and grade one students in a school rated as '2' or '3' by the school team should be related to the *number* of Learning Resource teachers suggested by the Resource Allocation Formula. A check on this relationship was made by correlating these two sets of figures.[1] The resulting correlation coefficient of .792 indicates a strong relationship. Since the data used for the Resource Allocation Formula were based on school populations as of the fall of 1977, and the school team ratings were made in January, 1979, it is possible that the true relationship is slightly stronger than indicated.

---

[1]Collector schools were excluded from this calculation since the anticipated relationship could not be expected to hold for them.

Grade, Sex, and Month of Birth

Based on the premises that: (a) given equal native ability, a younger student will have more difficulty with cognitive tasks than an older one, (b) girls mature more rapidly in terms of language development than boys and (c) the cognitive demands of the grade one program are greater than those of the kindergarten program, the following predictions were made about how school team ratings should be distributed when students are grouped by grade, sex, and month of birth: (1) grade one students would receive higher mean ratings (ie. proportionately more 2s and 3s), (2) boys would receive higher mean ratings and (3) students born later in the year would receive higher mean ratings than those born early in the year. In addition, based on the findings of another study (Stennett & Feenstra, 1970), it might be expected that sex and month of birth would interact to produce a more pronounced effect, i.e. that the effect of being born in the latter part of the year might be more pronounced for boys than girls.

In order to test these predictions, the data for all students, except those who were over-age for grade, were subjected to an analysis of variance test. The results, depicted graphically in Figure 2, confirmed the three main predictions. Although the trend of the data support a sex X month of birth interaction effect, the statistical test just failed to reach the usual criterion for significance.

SUMMARY

This preliminary report on London's newly developed early identification system provides simple descriptive summaries of some characteristics of the 5,413 students who were screened. High risk students are more likely to be boys, in grade 1, over-age-for-grade and on the active caseload of the

speech and language teachers.

Agreement between the results of the early identification system and data developed from the Resource Allocation Formula, the Speech and Language Teacher screening and the distribution of school team ratings by grade, sex, and month of birth indicates that the early identification process has a satisfactory degree of concurrent validity. Follow-up studies are required to establish its predictive validity.

REFERENCES

Stennett, R. G. & Isaacs, Lorna *Early Identification System: Complete Set of Forms With Instructions.* Board of Education, London, Ontario, November, 1978.

Stennett, R. G. & Isaacs, Lorna *Learning Resource System (LRS): Development and Application of a Resource Allocation Formula (R.A.F.).* Research Report 77-08, Board of Education, London, Ontario, 1977.

Stennett, R. G. & Feenstra, H. J. *Academic Consequences of Acceleration: A Ten-Year Follow-up.* Ontario Psychologist, 1970, 2.

TABLE 1 Summary of Results of Early Identification Screening Conducted During January, 1979, by Area

Administrative Area	Grade	Number of Classes	Number of Students Rated By School Teams As....*				Total	Total '2' + '3'		Overage For Grade		On Speech/ Language Caseload	
			0	1	2	3		N	%	N	%	N	%
1	K	22	2	360	56	18	436	74	17.0	11	2.5	5	1.1
	1	21	5	370	56	36	467	92	19.7	53	11.3	58	12.4
	T	43	7	730	112	54	903	166	18.4	64	7.1	63	7.1
2	K	19	7	378	48	15	448	63	14.1	2	0.5	1	0.2
	1	22	5	352	46	29	432	75	17.4	32	7.4	40	9.3
	T	41	12	730	94	44	880	138	15.7	34	3.9	41	4.7
3	K	13	5	290	47	22	364	69	19.0	5	1.4	2	.5
	1	17	1	253	59	48	361	107	29.2	30	8.3	55	15.2
	T	30	6	543	106	70	725	176	24.3	35	4.8	57	7.9
4	K	18	9	303	45	17	374	62	16.6	2	0.5	1	0.3
	1	20	3	361	51	30	445	81	18.2	30	6.7	48	10.8
	T	38	12	664	96	47	819	143	17.5	32	3.9	49	6.0
5	K	19	10	308	57	30	405	87	21.5	20	4.9	8	2.0
	1	21	2	295	88	66	451	154	34.1	73	16.1	69	15.3
	T	40	12	603	145	96	856	241	28.2	93	10.9	77	9.0
6	K	26	6	468	95	25	594	120	20.2	7	1.2	1	0.2
	1	27	5	476	88	67	636	155	24.4	59	9.3	90	14.2
	T	53	11	944	183	92	1230	275	22.4	66	5.4	91	7.4
Totals	K	117	39	2107	348	127	2621	475	18.1	47	1.8	18	0.7
	1	128	21	2107	388	276	2792	664	23.8	277	9.9	360	12.9
	T	245	60	4214	736	403	5413	1139	21.0	324	6.0	378	7.0

*0 = insufficient contact to make a judgment
1 = will be able to handle academic work of next year
2 = may not be ready for work of next year
3 = quite certain will not be ready for work of next year

TABLE 2 Description of Students by Grade and Team Rating

Variable		Team Ratings					
		Kindergarten			Grade 1		
		1	2	3	1	2	3
Number of Cases:	N	2107	348	127	2107	388	276
	%	81.6	13.5	4.9	76.0	14.0	10.0
Percent Male		48	60	70	49	62	62
Percent Born in Each Quarter	1 - 3	27	18	16	25	17	13
	4 - 6	26	19	20	24	18	22
	7 - 9	24	28	22	27	27	26
	10 - 12	23	35	40	25	40	38
Percent of Students on Speech/Language Caseload		--	--	--	8	36	56
Percent of Students Overage for Grade		0.3	3.8	8.8	8.3	12.4	13.4
Mean Myklebust Subscores:							
Auditory Comprehension (12)*			8.8	6.9		9.2	7.5
Spoken Language (15)			11.5	9.2		11.9	10.0
Orientation (12)			9.8	8.3		10.0	8.7
Motor Coordination (9)			7.5	6.7		8.0	7.1
Personal-Social Behaviour (24)			21.4	19.1		21.2	19.1
Verbal (27)			20.3	16.1		21.1	17.5
Non-Verbal (45)			38.7	33.9		39.2	34.9
Total (72)			59.0	49.9		60.3	52.4

*Figures in brackets are the scores that would be obtained by an 'average' student.

TABLE 3 Relationship of School Team Ratings to Speech and Language Teacher Screening for Grade 1 Students

Team Rating vs. Speech and Language (S-L) Screening		No. of Students	% of Students
Team Rating 1:	Not on S-L Caseload	848	41.73
Team Rating 2, 3:	On S-L Caseload	583	28.69
	Total Agreement	*1431*	*70.42*
Team Rating 1:	On S-L Caseload	520	25.59
Team Rating 2, 3:	Not on S-L Caseload	81	3.99
	Total Disagreement	*601*	*29.58*
	Overall Totals	2032	100.00

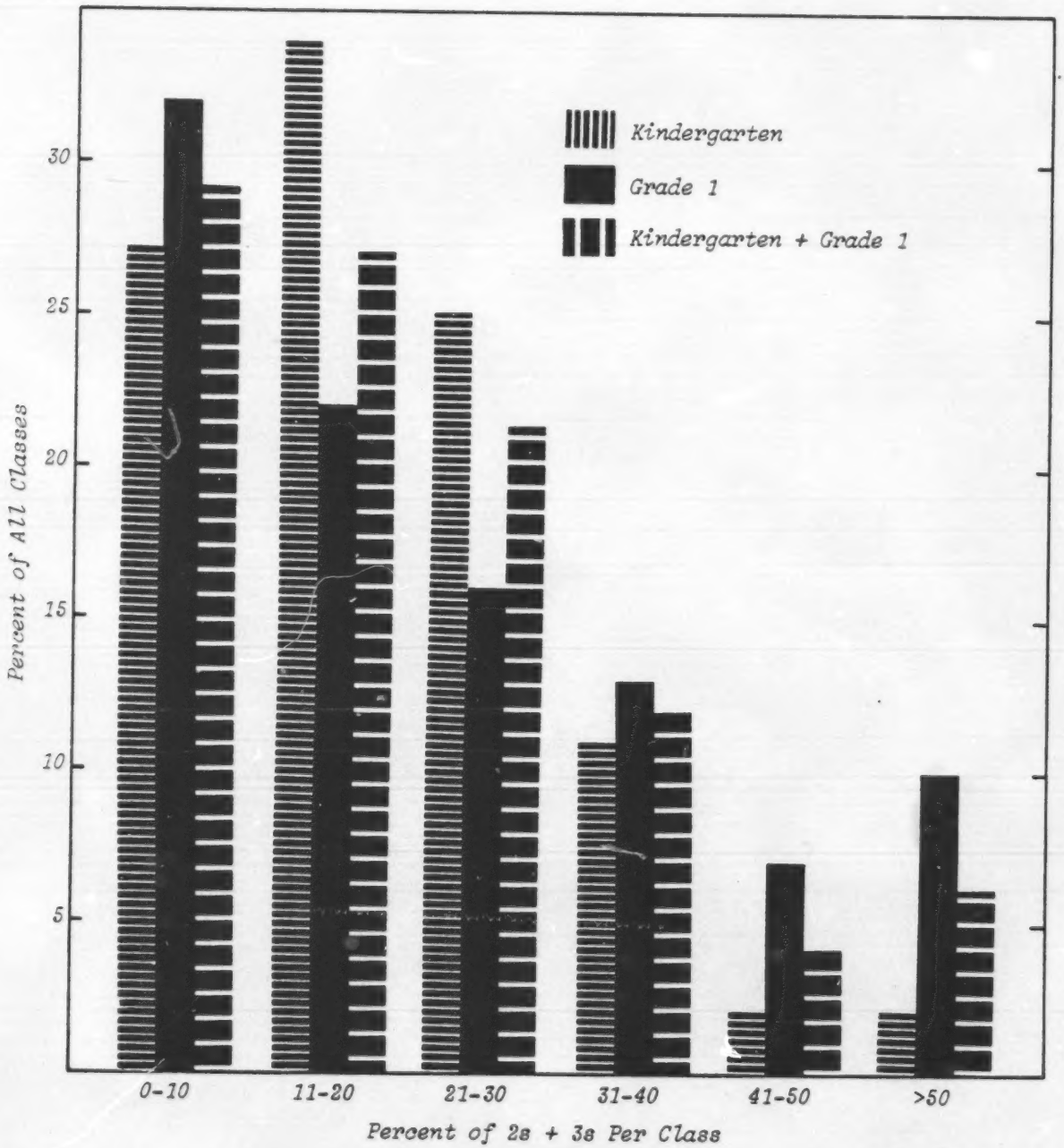

FIGURE I Distribution of Classes by the Percent of Students in Class Rated 2 and 3.

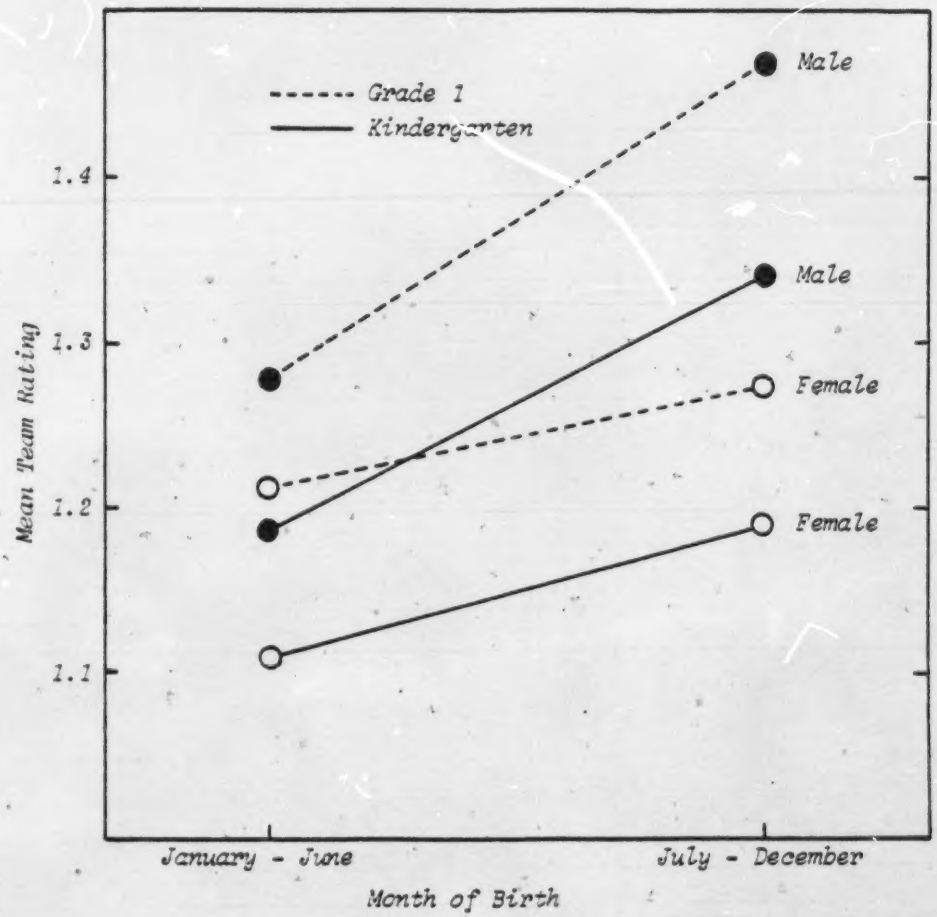

FIGURE II Mean School Team Ratings for Students Grouped by Grade, Sex, and Month of Birth

Early Identification 79.01

Area 1

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
Evelyn Harrison (16)	K	1		11	2	2	15	27	1	--
		2		15	1		16	6		--
	1	1		14	1	3	18	22		3
		2		26	1	1	28	7	8	
Hillcrest (25)	K	1		13	2		15	13		--
		2		9	2	3	14	36	1	--
	1	1		22	3	1	26	15	2	3
Huron Heights (26)	K	1		16	5		21	24		--
	1	1		14			14		1	
Chippewa (27)	K	1		11	3		14	21		--
		2		8	7	1	16	50	2	--
	1	1		8			8			
		2		12	5	4	21	43	6	8
Knollwood (31)	K	1	1	19	4		24	17		--
		2		21	5	1	27	22	1	--
	1	1		15	5	2	22	32	4	2
		2		19	4	6	29	34	5	3
Masonville (37)	K	1		19	1	3	23	27		--
	1	1		22	2		24	8		
Lord Elgin (38)	K	1		13	3		16	19		--
		2		14	3		17	18	1	--
		3		14	3	2	19	26	1	--
	1	1		23			23			
		2	2	11	6	4	24	42	4	10

Early Identification 79.01

Area 1 (Cont'd.)

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
Northbrae (40)	K	1		14	2	2	18	22		--
		2		19	1	2	22	14	1	--
	1	1		8	5		13	39	6	
		2		7	7	5	19	63	6	8
		3		19	5	3	27	30	1	
Northdale (41)	K	1		15			15		2	--
	1	1	1		3	1	21	19	3	2
Northridge (42)	K	1		24	1		25	4		--
		2	1	20	1	1	23	9		--
	1	1		22			22			3
		2		25	2	2	29	14		6
Macdonald (55)	K	1		20	2		22	9	1	--
		2		19	5		24	21		--
	1	1	1	14	6	1	21	33	2	6
		2	1	24		1	26	4	3	
Stoneybrook (58)	K	1		22	1		23	4		--
		2		24	2	1	27	11		--
	1	1		21	1	2	24	13	2	3
		2		28			28			

Early Identification 79.01

Area 2

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
Alexandra (06)	K	1		25			25			--
		2	2	25	3		30	10		--
	1	1		19	2		21	10	2	
		2		9			9			1
Arthur Ford (08)	K	1		16		1	17	6		--
		2		16	2	1	19	16		--
	1	1		12			12			
		2		24	3	1	28	14	1	1
Brick Street (12)	K	1	1	23			24			--
	1	1		8			8			
		2		15	5	2	22	22	1	4
Manor Park (36)	K	1		23	3	2	28	18		--
	1	1		14	7		21	33		
		2		6		1	7	14	1	
Byron Northview (43)	K	1		21			21			--
		2		17	5		22	23	1	--
	1	1		20	3		23	13	6	
		2		14		10	24	42		1
Westmount (50)	K	1		17	3		20	15		--
		2		17	2		19	11		--
		3	1	20	1		22	5		--
		4		21	3		24	13		--
	1	1	1	26	1		28	4		
		2		29			29			3
		3		14	8	2	24	42	1	7

Early Identification 79.01

Area 2 (Cont'd.)

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
Sir I. Brock (56)	K	1		17	4	2	23	26		--
		2		16	4	4	24	33	1	--
	1	1		7			7			2
		2		18	6	1	25	28	1	4
		3	1	19	3	3	26	23	3	4
Byron Southwood (60)	K	1	1	15	3	2	21	24		--
		2		24	5	1	30	20		--
	1	1	1	17	2		20	10	2	1
		2		19	1	1	21	10		3
		3		16		3	19	16	5	1
W. S. Fox (69)	K	1		22	2		24	8		--
		2		27	3		30	10		--
	1	1		11			11			1
		2	2	22	3	2	29	17	4	4
Woodland Heights (71)	K	1		18	5	2	25	28		--
	1	1		13	2	3	18	28	5	3

Early Identification 79.01

Area 3

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
F. D. Roosevelt (21)	K	1		13	3	3	19	32		--
		2	1	37	3	5	36	22		--
	1	1		12			12			1
		2		7	2	7	16	56		6
		3		23	4		27	15	4	3
Lady Beck (32)	K	1		22	8	1	31	29	2	--
	1	1		20	2	7	29	31	1	6
Lord Nelson (33)	K	1		12	6	1	19	37	1	--
		2		28	2	4	34	18		--
	1	1		16	1		17	6	1	
		2		12	4	2	18	33	1	4
		3		23	4		27	15	2	1
Prince Charles (47)	K	1		19			19			--
		2		34	4	1	39	13		--
	1	1		6			6			
		2		25	2		27	7	1	4
		3		14	6	5	25	44	2	8
Churchill (57)	K	1	1	21		1	23	4	1	--
		2		26	1	1	28	7		--
	1	1		12	3	2	17	29	5	
		2	1	18	2	4	25	24	3	4

Early Identification 79.01

Area 3 (Cont'd.)

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
J. P. Robarts (64)	K	1	2	16	4		22	18		--
		2	1	26	13	2	42	35		--
	1	1		16			16			
		2			13	8	21	100		12
		3		8	11	9	28	71	8	2
Tweedsmuir (65)	K	1		21	1	1	23	9		--
		2		24	2	2	28	14	1	--
	1	1		18	2	3	23	22		3
		2		23	3	1	27	15	2	1

Early Identification 79.01

Area 4

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2's and '3's	No. Over-age	No. on S & L Caseload
			0	1	2	3				
Clara Brenton (15)	K	1	2	19	1	1	23	9		--
	1	1		25	3	2	30	17	1	
Empress (19)	K	1	1	12	4	2	19	32		--
		2	1	13	3	3	20	30		--
	1	1		11	5		16	31	3	6
		2		24	2		26	8		5
John Dearness (29)	K	1		9			9			--
	1	1		19	1		20	5		
Oak Park (44)	K	1		15			15			--
	1	1		16			16			1
Orchard Park (45)	K	1		18			18		1	--
	1	1		12	1		13	8	2	2
Oxford Park (46)	K	1		20	4		24	17		--
	1	1	1	17	2	1	21	14	2	2
Riverside (51)	K	1		19	4		23	17		--
	1	1		24	1	4	29	17	1	4
Ryerson (53)	K	1		28	3	1	32	13	1	--
	1	1		14			14			
		2		28	1	1	30	7	1	
Sherwood Forest (54)	K	1		17			17			--
	1	1		13	2		15	13	1	1

Early Identification 79.01

Area 4 (Cont'd.)

School	Grade	Level	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
St. Georges (59)	K	1	1	27	4	1	33	15		--
	1	1		1	7		8	88	1	2
		2		29		1	30	3	3	1
University Heights (66)	K	1		15	1		16	6		--
		2		16	3		19	16		--
	1	1		12		1	13	8	1	1
		2	1		2	3	27	19	2	2
Westdale (68)	K	1	2	13	3		18	17		--
	1	1		16	5	1	22	28	1	6
Emily Carr (74)	K	1		13	4	2	19	30		--
		2		15	4	5	24	38		--
		3		15	6	2	23	35		--
		4		21	1		22	5		--
	1	1		3	6	10	19	84	3	13
		2	1	24	5	2	32	22	4	
		3		24	5	2	32	22	4	2
		4		27	3	2	32	16	1	

Early Identification 79.01

Area 5

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
Aberdeen (05)	K	1	2	20			22		1	--
		2		15	5	2	22	32		--
	1	1		15	3	4	22	32	7	6
		2		12	8	2	22	45	5	2
Boyle (10)	K	1		15	5	3	23	35	3	--
	1	1		18	2	2	24	17	4	5
Bishop Townshend (09)	K	1	3	24	1	4	32	16	3	--
	1	1	1	14	8	5	28	46	6	1
Lord Roberts (34)	K	1		12	2		14	14		--
	1	1		13	2	1	16	19	2	4
Lorne Avenue (35)	K	1		15	2	2	19	21		--
		2		12	5	3	20	40	2	--
	1	1		10	1	2	13	23	5	
		2		26	4	3	32	22	8	7
C. C. Carrothers (11)	K	1	1	11	2		14	14		--
		2	1	14	4		19	21	2	--
	1	1				19	19	100		10
		2		18	9		27	33	8	3
		3		5		1	6	17		
Ealing (18)	K	1		14	1	3	18	22		--
		2		15	1	2	18	17	1	--
	1	1		14	5	3	22	36	3	4
		2		19	7	1	27	30	1	

Early Identification 79.01

Area 5 (Cont'd.)

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
Fairmont (20)	K	1	1	37	1		39	3		--
	1	1		10	1		11	9	3	
		2		18	3	2	23	22	3	8
Glen Cairn (23)	K	1		23	6		29	21		--
	1	1		18	4	4	26	31		7
Princess Elizabeth (48)	K	1	1	10	3	2	16	31	3	--
		2		14	2	2	18	22		--
		3		19	2	2	23	17	1	--
		4	1	17	4	3	25	28	1	--
	1	1		11	6		17	35		1
		2		6	6	6	18	67		5
		3		21	3	2	26	19	9	1
		4	1	25	2	1	29	10	2	
Trafalgar (63)	K	1		6	7	1	14	57	1	--
		2		15	4	1	20	25	2	--
	1	1		4	7	7	18	78	4	4
		2		17	6	2	25	32	3	1

Early Identification 79.01

Area 6

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
Cleardale (07)	K	1		22	3		25	12		--
		2	3	34	5	2	44	16		--
	1	1	1		5	4	21	43	6	
		2		22		6	28	21	4	2
		3		15	6	7	28	46		5
Wilton Grove (22)	K	1		19	5	2	26	27		--
		2		19	4	2	25	24		--
		3		19	5		24	21		--
		4		20	4	3	27	26	1	--
	1	1		27	1	1	29	7	5	
		2		29		1	30	3	2	3
		3		25	2	2	29	14	2	2
		4		7	9		16	56	1	6
Kensal Park (30)	K	1	1	13	2	1	17	18		--
	1	1		22	2	4	28	21	2	6
Mountsfield (39)	K	1		19			19			--
		2		14	2	1	17	18		--
	1	1	1	24	4	2	31	19	2	7
Tecumseh (62)	K	1		13	5	2	20	35		--
		2		18	4		22	18	2	--
	1	1		8	7	3	18	56	1	5
		2		25			25		5	2

Early Identification 79.01

Area 6 (Cont'd.)

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
Victoria (67)	K	1		12	5	3	20	40	1	--
		2		17	2	2	21	19	1	--
	1	1		14	1	3	18	22	2	2
		2		11	6	9	26	58	1	6
Wortley Road (70)	K	1		19	1		20	5		--
		2		17	4	1	22	23	1	--
	1	1		14			14		1	1
		2		19	3	1	23	17	2	7
Cartier (72)	K	1		15	5	1	21	29		--
		2		18	3		21	14		--
	1	1	1	16	3	4	24	29	1	4
		2		9	1		10	10		
Arthur Stringer (73)	K	1		22	4		26	15		--
		2		22	5	2	29	24		--
	1	1		5	1		6	17	1	1
		2		17	4	5	26	35	2	3
		3		17	8	3	28	39	4	5
Nicholas Wilson (75)	K	1		17	3		20	15		--
		2		17	4		21	19		--
		3		19	2		21	10		--
	1	1		15	8	2	25	40	4	5
		2		26			26		1	4
		3		27	1		28	4		

Early Identification 79.01

Area 6 (Cont'd.)

School	Grade	Class	Number of Students Rated By School Team As.....				TOTAL	% '2s' and '3'	No. Over-age	No. on S & L Caseload
			0	1	2	3				
White Oaks (80)	K	1		21			21			--
		2		10	8	3	21	52		--
		3	1	11	10		22	45	1	--
		4		22			22			--
	1	1	1	9	7	4	21	52	1	12
		2		21	5		25	20	1	
		3		21	6		26	23		
		4	1	22	2	2	27	15	8	2